

Parent Involvement and Education Initiative:

State Aid Michigan School Readiness Program 05-06 Legislative Update Sec. 32d(1)(b)

Fiscal Year 2006 legislative language continues the option to divert funds from preschool programming for at-risk four-year-old children to offer parenting programs similar to those under former section 32b as in effect for 2001-2002. Section 32b funds were awarded to 23 intermediate school districts as the All Students Achieve Program-Parent Involvement and Education (ASAP-PIE) grants. The purpose of these programs is to improve school readiness and foster the maintenance of stable families by encouraging positive parenting skills; enhancing parent-child interaction; providing learning opportunities to promote intellectual, physical, and social growth; and promoting access to needed community services through a community-school-home partnership that provides parents with information on child development from birth to age five.

When Section 32d funds are diverted from preschool programs, districts must strictly adhere to all elements of the former 32b legislation. To qualify for funding under this section a program shall meet all of the following:

- (a) The program must provide services to all families with children age five or younger residing within the intermediate school district or district, who choose to participate, including at least all of the following services:**
 - (i) Home visits by parent educators trained in child development to help parents understand appropriate expectations for each stage of their child's development, to encourage learning opportunities, and to promote strong parent-child relationships.**
 - (ii) Group meetings of participating families.**
 - (iii) Periodic developmental screening of the child's overall development, health, hearing, and vision.**
 - (iv) A community resource network that provides referrals to other state, local, and private agencies as appropriate to assist parents in preparing their children for academic success and to foster the maintenance of stable families.**
 - (v) Connection with quality preschool programs.**
- (b) The program must be a collaborative community effort that includes at least the intermediate school district or district, the community collaborative (formerly local multipurpose collaborative bodies), local health and welfare agencies, and private nonprofit agencies involved in programs and services for preschool children and their parents.**

Keep in mind that each program component must utilize the most current validated research-based methods and curriculum. The focus of the program must be on strengthening parents' positive involvement as their children's first teachers, providing parents the knowledge and education necessary to prepare their children for success in school and in life.

For more information please review the following pages.

Michigan School Readiness Program Parent Involvement and Education Initiative (PIE)

Legislative Requirements	Appropriate Practices	Inappropriate Practices
<p>The program must provide services to all families with children age five or younger living within the intermediate school district or district who choose to participate, including at least all of the following services:</p>	<p>Services are designed to run for the entire fiscal year.</p> <p>Services are offered from an asset model vs. a risk or deficit model.</p> <p>Services are tiered and provided based on levels of risk, i.e., with families having low to no risk receiving one level of service as compared to families with higher risks receiving more intensive services.</p> <p>Services are individualized to the level of risk for each family.</p> <p>Programs engage families:</p> <ul style="list-style-type: none"> • from existing waiting lists of community infant-toddler and preschool programs • who have exited from <i>Early On</i>® and who have not transitioned into other preschool programming • with newborns • of teen parents 	<p>It is inappropriate to target services to:</p> <ul style="list-style-type: none"> • children and families currently enrolled in the Michigan School Readiness Program. • expand current MSRP classroom programming, <i>Early On</i>, Head Start programming or any existing compensatory program. • families and children already targeted under existing Great Parents, Great Start ISD funding. <p>It is inappropriate to duplicate, supplant or enrich existing community services (serving additional families may be appropriate).</p> <p>It is inappropriate to provide PIE services to parents prior to the child's birth or once the child is eligible for kindergarten.</p> <p>It is inappropriate to design services as only a six-week summer program.</p> <p>It is inappropriate to charge participants for any part of MSRP-PIE programming.</p>

Legislative Requirements	Appropriate Practices	Inappropriate Practices
<p>Home visits are required to be provided by parent educators trained in child development to help parents understand appropriate expectations for each stage of their child's development, to encourage learning opportunities, and to promote strong parent-child relationships.</p> <p>Note: This requires the primary focus of the visit to be on the parent as the learner and not the child.</p>	<p>Home visits are designed with the parent as the learner; assisting the parent with skills on how to be more effective as the child's first teacher.</p> <p>A research-based curriculum is implemented by a professional home visitor trained in child development (birth to five typical development) such as:</p> <ul style="list-style-type: none"> • Parents As Teachers • Building Strong Families • Infant Mental Health Services • Nurse Home Visiting • Healthy Families America <p>A balanced comprehensive curriculum that addresses all domains of development is implemented.</p> <p>A high dosage of home visits (6+) is targeted to the most needy families.</p> <p>Staff ensures that appropriate referrals are made and followed up on regarding family needs.</p>	<p>It is inappropriate to design home visits with the focus on the child as the learner. During the home visit, the parent(s) are not to be engaged in other activities or with a different child.</p> <p>It is inappropriate for home visits to occur without the parent present, which means they cannot occur with the child care provider replacing the parent.</p> <p>It is inappropriate to use PIE as a way to supplement the MSRP's parent involvement requirement.</p> <p>It is inappropriate to design home visits where the parent educator teaches the child preacademics, how to manipulate materials (tasks such as how to use scissors or glue) or to teach the child socio-emotional skills.</p> <p>It is inappropriate to focus on literacy as the only component, overwhelming other areas of development.</p>

Legislative Requirements	Appropriate Practices	Inappropriate Practices
<p>Group meetings of participating families are required.</p>	<p>Group meetings have a focus on goals and objectives related to legislation.</p> <p>Group meetings/playgroups are held at a time and place that is convenient for parents.</p> <p>Parent educators knowledgeable about child development from birth to five lead parent/child groups. Parent educators emphasize the role of parents in their children's development.</p> <p>Group meetings consist of topics that are of interest to parents, relevant, and relate to parents as their children's first teachers. Parents should partner with staff to determine the focus, activities and discussion topics for meetings.</p> <p>When children attend group meetings, their parents always accompany them.</p> <p>A research-based curriculum is used for parent meetings.</p> <p>All meetings relate to parenting children birth to five, children's development, community resources for families, etc.</p>	<p>It is inappropriate to hold group meetings at the same time of day for every meeting.</p> <p>It is inappropriate to only hold group meetings at locations that may be intimidating for some parents (i.e., public schools).</p> <p>It is inappropriate to allow children to attend group meetings without parents.</p> <p>It is inappropriate for ISD or district staff to pre-determine the focus of group meetings.</p> <p>It is inappropriate for group meetings to simply have a play focus.</p> <p>It is inappropriate for funds to be expended on parent meetings with a focus on spiritual development.</p> <p>It is inappropriate for child care providers to substitute for parents at group meetings and playgroups.</p> <p>It is inappropriate to provide activities that may be of interest to parents but don't relate to the parenting of children birth to five years, e.g., scrap booking, parents' night out to whatever the parent would like while child care is provided, or parent wellness activities.</p>

Legislative Requirements	Appropriate Practices	Inappropriate Practices
<p>Periodic developmental screening of the child's overall development, health, hearing, and vision are required.</p>	<p>Staff ensures that parents have opportunities throughout the year for their children to receive developmental screening, health screening, hearing screening and vision screening.</p> <p>Screening is planned collaboratively with the local health department/district to assure that three- and four-year-old children do not receive duplicate screening by both the school and health agency.</p> <p>Instruments chosen for screenings meet appropriate psychometric standards for validity, reliability and cultural fairness.</p> <p>Screening processes are explained to parents beforehand and familiar professionals convey results of the screenings.</p> <p>Appropriate recommendations and referrals are made across developmental and health domains for child needs.</p> <p>All referrals are both followed up on and documented.</p>	<p>It is inappropriate to offer screenings one time only and/or at one site during the program year.</p> <p>It is inappropriate to expend funds for the purchase of audiology or vision screening equipment.</p> <p>It is inappropriate to expend funds to provide vision and hearing screening for three- and four- year-old children enrolled in Head Start, MRSP, and child care centers who are screened using other funding.</p>

Legislative Requirements	Appropriate Practices	Inappropriate Practices
<p>A community resource network that provides referrals to other state, local, and private agencies as appropriate to assist parents in preparing their children for academic success and to foster the maintenance of stable families is required.</p>	<p>Staff collaborate with the Great Parent, Great Start Program run by the ISD to tap into the broader community resource network.</p> <p>Staff is knowledgeable about the community resource network to assist with referrals.</p> <p>Referrals occur in partnership with parents and assist parents in learning how to use the network to access services for their children and families.</p> <p>Referrals are made regarding parent/family needs and child needs, as appropriate, to prepare children for academic success and to foster the maintenance of stable families.</p> <p>Multiple strategies are available to access the community resource network.</p>	<p>It is inappropriate for districts/PSAs to:</p> <ul style="list-style-type: none"> • rely on a list of district specific resources as the only tool to assist parents. • utilize web page development as the sole mechanism for resource and referrals. • operate in isolation of the greater community. <p>It is inappropriate for referrals to include topics or resources such as, best deals to Disney World, car dealers with minivans to purchase.</p>

Legislative Requirements	Appropriate Practices	Inappropriate Practices
<p>Connection with quality preschool programs is required.</p>	<p>Programs provide a connection for all three- and four-year-old children, irrespective of income and risk factors.</p> <p>Programs identify the level of quality of preschool programs in their community, using the Early Childhood Standards of Quality for Prekindergarten and other resources such as:</p> <ul style="list-style-type: none"> • Program Quality Assessment • Early Childhood Environmental Rating Scale • NAEYC accreditation <p>Programs assist in raising the level of quality preschool programming in their community by:</p> <ul style="list-style-type: none"> • identifying the programs that wish to raise their quality and offer a quality preschool component • providing accreditation support • providing training to program staff related to the elements needed to raise their quality • mentoring programs on quality improvement <p>Programs help parents understand the components of quality early child education and care and how to assess whether programs meet those elements.</p>	<p>It is inappropriate to use PIE money to fund:</p> <ul style="list-style-type: none"> • training for staff in programs that already have funds dedicated to professional development and currently operate with standards of quality, such as MSRP or Head Start. • transition activities which other programs are already mandated to provide. • preschool slots. • classroom programs for children • alignment of preschool curriculum with kindergarten curriculum. • improvement of quality of care in community programs for birth-three years. <p>It is inappropriate for programs to make connections only to income-based preschool programming, such as MSRP or Head Start.</p>

Legislative Requirements	Appropriate Practices	Inappropriate Practices
<p>The program must be a collaborative community effort that includes at least the intermediate school district or district, local multipurpose collaborative bodies, local health and welfare agencies, and private nonprofit agencies involved in programs and services for preschool children and their parents.</p>	<p>Grantees engage in collaboration with:</p> <ul style="list-style-type: none"> • Parents • Community collaboratives • Community agencies/organizations (DHS, Public Health, Mental Health and Private and Public Non-Profit) • School districts and public school academies • The Great Parents, Great Start program at the ISD/RESA <p>Collaborative forms or letters are included in administrative files. Services described in the community plan [provided by each agency] are confirmed in that agency's letter or form.</p> <p>A written plan for the delivery of the program components, including evidence of approval by the local early childhood collaborative body, is included in administrative files.</p>	<p>It is inappropriate for the program to be offered in isolation. Involvement must be more significant than the ISD or LEA simply serving as a referral source.</p>